

## **TITLE I, PART A QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS**

Title I, section 1119(c)(1) “each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have...”

*From the Title I Paraprofessionals Draft Non-Regulatory Guidance, November 15, 2002:*

### **B-9. How do the new paraprofessional qualification requirements apply to paraprofessionals in a schoolwide program?**

The requirements apply to ALL paraprofessionals with instructional duties in a schoolwide program, without regard to whether the position is funded with Federal, State, or local funds. In a schoolwide program, Title I funds support all teachers and paraprofessionals.

### **B-10. How do the new paraprofessional qualification requirements apply to paraprofessionals in a targeted assistance program?**

In a Title I targeted assistance program, the requirements apply to all paraprofessionals with instructional duties who are paid with Title I funds.

### **1119(e) EXCEPTIONS FOR TRANSLATION AND PARENT INVOLVEMENT ACTIVITIES**

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Subsections (c) and (d) shall not apply to a paraprofessional – (1) who is proficient in English and a language other than English who provides services primarily to enhance the participation of children in programs under this part by acting as a translator...”

### **B-13. What are the requirements for paraprofessionals who work solely as translators or bilingual aides?**

A paraprofessional who is proficient in English and a language other than English and acts as a translator to enhance the participation of limited English proficient children under subpart A of Title I must have a secondary diploma or its equivalent but does not have to meet the other requirements.

**PARENTAL INVOLVEMENT:  
Communication in the Native Language  
Title I, Part A**

April 23, 2004

**Non-Regulatory Guidance**

**A-9.** What is meant by providing information to parents with limited English proficiency, “to the extent practicable,” in a language parents can understand?

This means that, whenever practicable, written translations of printed information must be provided by parents with limited English proficiency in a language they understand. However, if written translations are not practicable, it is practicable to provide information to limited English proficient parents orally in a language that they understand. SEAs and LEAs have flexibility in determining what mix of oral and written translation services may be necessary and reasonable for communicating the required information to parents with limited English proficiency. *[Title I, Part A Final Regulations, 67 Fed. Reg. 71749-50, Comments and Discussion on Section 200.36; available at ED’s website at <http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>.]*

This requirement is consistent with Title VI of the Civil Rights Act of 1964 (Title VI), as amended, and its implementing regulations. Under those regulations, recipients of Federal financial assistance have a responsibility to ensure meaningful access to their programs and activities by persons with limited English proficiency. It is also consistent with ED policy under Title VI and Executive Order 13166 (Improving Access to Services for Persons with Limited English Proficiency). The Department of Justice’s Guidance on Title VI and E.O. 13166, which provides clarification on how to determine the appropriate mix of language services, may be found at the Federal Register, 67 Fed. Reg. 41455-41472 (June 18, 2002), or online at <http://www.lep.gov>.

The entire document is available at:  
<http://www.ed.gov/programs/titleiparta/parentinvguid/doc>